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ABSTRACT

To promote the deinstitutionalization of mentally retarded individuals, a three phase assessment prescription system has been developed. It conceptualizes return to the community as a series of transfers from a restrictive non-programmatic environment (phase one) through specialized short-term program-oriented rehabilitation (phase 2) to the least restrictive living alternative possible (phase 3), such as a group homes or supervised apartment living. The Community Living Skills Instrument is designed for those who have made the transition to phase 3. It is a checklist for interviewing a staff member of a community-based facility. Eight skills are assessed: mobility, self-help, domestic, independent living, practical knowledge, communication, interpersonal relationships, and vocational/recreational. The actual assessment portion of the Instrument is followed by the Inappropriate Behavior Checklist, the Behavior Asset/Deficit Report, and a Transfer Rating--this sheet gives several people who have known or worked with the person an opportunity to rate the person as a good or poor prospect for community living. Two additional data sheets are provided for assessing the receiving environment--the Environmental Analysis/Community Special Services Checklist and a Program Development Plan. All of these forms are included, along with directions for administering and scoring. (Author/CP)

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COMMUNITY LIVING SKILLS INSTRUMENT

Introduction

The SEVTC ASSESSMENT SCALES FOR COMMUNITY INTEGRATION OF THE SEVERELY/PROFOUNDLY HANDICAPPED are designed as a three-phase assessment/prescription system intended to facilitate program/placement decision making for individuals with mental retardation problems. The ultimate goal of this assessment system is to promote the movement of mentally retarded persons to the least restrictive environment possible. The three-phase model underlying the Community Integration Assessment System conceptualizes return to the community as a series of successive transfers from (1) a restrictive, non-programmatic environment through (2) specialized short-term, program-oriented habilitation facilities to (3) a less restrictive community living alternative. In accordance with this model three criterion-referenced instruments assessing individual competence in critical skill areas specific to readiness for community living have been developed and validated.

The Community Living Skills Instrument is the third in a series of three assessment/prescription instruments designed for individuals, agencies, and administrators of community-based facilities that are involved in skill training for community living. The instrument is designed for individuals with developmental disabilities who have made the transition from a program oriented, short-term habilitation facility such as a regional training center to a less restrictive community living alternative such as group homes or supervised apartment living. The main purpose of the Community Living Skills Instrument is to facilitate the movement of the person along the continuum of community services so that he can progress step by step in accordance with his behavioral competencies.

Administration

The Community Living Skills Instrument assess a person's skill proficiencies

in the following areas: mobility, self-help, domestic, independent living, practical knowledge, communication, interpersonal relationships and vocation/ recreation. The first five behavioral areas contain 25 items each while the remaining three, i.e. communication, interpersonal relationships, and vocation/ recreation are made up of 15 items each. The items are randomly listed and no inferences of an ascending order of difficulty should be made on the basis of their ordinal position in the sequence. The instrument is designed as a checklist to be used in an interview with a staff member of a community-based facility. The instrument may also be used by the staff members for inhouse evaluation of their own clients.

Components of the Community Living Skills Instrument

In addition to the behavioral checklist in the skill areas listed above, the Community Living Skills Instrument includes a number of components which are an integral part of the assessment process. The Medical/Psychological Evaluation gathers information concerning the person's medical diagnosis, psychological evaluations such as scores derived from various psychological tests, (i.e. intelligence, vocational tests, social maturity scales, etc.) and level of mental retardation and length of institutionalization. This data sheet also addresses the person's legal status and his prior placement. The Physical Disabilities data sheet is provided to record physical handicaps, motor and sensory deficits, current medication, and calls for a general evaluation of the person's overall health status.

The actual assessment portion of the Community Living Skills Instrument is followed by the Inappropriate Behavior Checklist which categorizes maladaptive behaviors into the following categories: antisocial behaviors, intolerable behaviors, inadequate interpersonal relationships and inadequate work performance. The Behavior Asset/Deficit Report is provided to enable the caretaker or contact person to describe some of the person's competencies and deficiencies with-

out being asked specific questions. Finally, the Transfer Rating sheet gives several people who have known or worked with the person an opportunity to rate him as a good or poor prospect for placement in a less restrictive living alternative. The raters also give their estimates of the individual's overall level of functioning as well as indicating how soon transfer to another facility can be attempted.

Until this point the Community Living Skills Instrument has been concerned with measuring behavioral skills or deficits of the person. The following additional data sheets are provided for the assessment of the receiving environment. The Environmental Analysis/Community Special Services Checklist is based on the rationale that a good knowledge of the abilities of the developmentally disabled person is inadequate for making the best placement. It is also necessary to have a thorough knowledge of the resources of the receiving environment so that individual skill proficiency and environmental resources can be matched. Consequently, the Environmental Analysis assess the availability of resources in the community as well as the use the caretaker makes of the available resources. The Community Special Services checklist classifies community resources according to the age of the person who might be using the various services. Hence, available services are listed for infants and preschool children, for school age children, adolescents, and adults. Finally, the caretaker is asked to list services or programs which are not available but would be useful for his client.

Finally, the Program Development Plan requires the caretaker to set specific goals for the handicapped person. These goals may be remediation of skill deficits, deceleration of inappropriate behaviors or acquisition of specific skills. These additional forms, along with the Community Living Skill Instrument, provide data-based information on the basis of which decisions regarding placement and program implementation are made.

Instructions for the Interviewer

Before commencing the interview with the contact person, it is recommended that the interviewer introduce himself with the following statement:

"Good morning. I am (own name) from (name of agency or facility). I would appreciate if you would answer some questions for me about (name of the person) and (name of the place he is presently at). This interview will take approximately 30-40 minutes of your time. The information gathered in this interview will be used to determine the best possible placement for (name of the person). Please consider your answers carefully so that an accurate picture of (name of the person) can be obtained. I certainly appreciate your taking the time. Do you have any questions before we begin?"

Scoring

Each page in the test book provides two scoring columns, one for "YES" responses and one for "NO" responses. The interviewer simply blackens the appropriate circle, depending upon the response of the contact person. When the interview is completed, the total number of "YES" responses is added for each skill area and the resulting score entered in the box adjacent to "Total Number of 'YES' Responses" on the botton of each test page. The scores derived from the Community Living Skills Instrument may be graphically represented as the Community Living Skills Profile which appears on page 31 in the test booklet.

The Community Living Skills Instrument serves as a survey as well as an evaluation device since it can be used to measure individual progress over a period of time. Sime community living is the ultimate goal for most mentally retarded individuals, it is no longer possible to think in terms of a single residential alternative as the best way to provide services to handicapped people. Community living means that a range of choices may be offered and permitted which will allow for movement to other programs which offer a maximum

opportunity for progress. The Community Living Skills Instrument was developed and validated to facilitate such movements along the service delivery continuum.

Components:

- -Medical Psychological Evaluation
- -Physical Disabilities
- -Recommended Guidelines for Individual Items
- -Skill Assessment: Community Living Skills Instrument
- -Inappropriate Behavior Checklist
- -Behavior Asset/Deficit Report
- -Transfer Rating
- -Environmental Analysis: Community Special Services Checklist
- -Program Development Plan

Medical/Psychological Evaluation

Name:

Age:

Sex:

Contact Person:

Residence:

Interviewer(s):

Date:

1. Medical Diagnosis:

2. Psychological Evaluation:

3. Legal Status:

4. Level of Mental Retardation:

5. Prior Placement:

Physical Disabilities

Hearing:

Vision:

Ambulation:

Seizures:

Other:

Health Status: ____Excellent

____Good

____Fair

____Poor

Current Medications:

RECOMMENDED GUIDELINES FOR INDIVIDUAL ITEMS

The following set of guidelines is intended to provide more specific parameters for a number of items appearing on the Community Living Skills Instrument. These guidelines will be helpful for the interviewer when making the decision whether or not a person passes a given item. All items are listed by skill area in sequential order, and the approximate criterion for passing the items is identified in the column under the heading "Criterion for Passing." Items that are completely self-explanatory have been omitted from this list. It is recommended that the interviewer thoroughly familiarize himself with these criteria before interviewing the contact person.

MOBILITY

Item	Criterion for Passing
1. Sits alone steadily	To sit without support or falling over for one minute.
4. Stands	To remain in a standing position without physical props or leaning on furniture for one minute.
8. Negotiates stairs	To manage to climb up/down stairs by self or with prosthetics.
12. Uses hand tools	To handle hand tools such as scissors, hammer, nails, screwdriver.
15. Moves around the immediate neighborhood	To manage to visit friends in the same or parallel streets.
16. Knows location of familiar business places	To know how to get to the local drugstore, supermarket, bank, laundromat--either by traveling there by self or by asking the appropriate directions.
17. Travels to specific destination of known location	To be able to visit destinations of known location, i.e. neighborhood stores, restaurants, recreation facilities independently.
18. Travels to specific destination of unknown location	To be able to locate--by asking or finding one's way to unknown locations.
21. Estimates distances	To be able to give an approximate number of miles or minutes/hours required to travel to a specific location.
22. Recognizes means of transportation	To be able to identify at least two means of transportation, i.e. car and bus, train and ship, airplane and boat.
25. Uses public transportation	To be able to utilize means of public transportation from residence to specific destination (i.e. workshop, shopping center, etc.)

SELF-HELP

Item	Criterion for Passing
1. Uses appropriate eating utensils	To use the appropriate utensils for the appropriate foods, i.e. spoon for semi-solid foods, fork for bite-sized pieces, knife as a cutting implement.
7. Displays acceptable table manners	To use eating utensils appropriately, make use of napkins, remove spills, be aware of eating as a social situation.

Item	Criterion for Passing
5. Collects, sorts and folds clothes	To gather washed clothes from the washing machine, sort clothes into some kind of categories and fold them (i.e. sheets, towels, underwear, socks, etc.).
13. Keeps kitchen and kitchen appliances clean	To include cleaning of kitchen sink, refrigerator.
25. Prepares shopping list	To be able to identify necessary food types and specific foods to be acquired during the next trip to the supermarket.

INDEPENDENT LIVING

Item	Criterion for Passing
1. Knows when to seek medical assistance	To request bandages, aspirins; to request to be taken to the doctor.
5. Follows proper diet	To eat recommended foods and display an awareness of nutritional components of basic food types.
6. Looks after personal health	To display a concern over physical fitness and to engage in activities (exercise, fresh air) that are related to physical fitness.

COMMUNICATION

Item	Criterion for Passing
8. Relates simple events	To share everyday events, i.e. what happened while at work or school, during lunch, etc. with caretaker or peers.
9. Related personal experiences	To describe experiences in terms of personal reactions, making judgements of subjective experiences.

INTERPERSONAL RELATIONSHIPS

Item	Criterion for Passing
10. Tells the truth	To be generally an honest person who does not lie deliberately.
14. Respects authority of caretaker	To comply with rules and regulations established by the caretaker and to recognize the caretaker's function.
15. Accepts community responsibilities	To take charge of activities for the benefit of peers, to represent peer interests in the community, to display an active concern of community affairs.

COMMUNITY LIVING SKILLS INSTRUMENT

--Skill Assessment--

MOBILITY

SKILL	YES	NO	COMMENT
1. Sits alone steadily	○	○	
2. Pulls to a sitting position	○	○	
3. Gets up from the floor alone	○	○	
4. Stands	○	○	
5. Walks with prosthetics (cane, crutch)	○	○	
6. Walks without assistance	○	○	
7. Moves independently using wheelchair	○	○	
8. Negotiates stairs	○	○	
9. Picks up objects	○	○	
10. Removes lid from bottle	○	○	
11. Opens box (hinge type)	○	○	
12. Uses hand tools	○	○	
13. Crosses streets safely around home, school, work grounds	○	○	
14. Follows safety signs in streets and buildings	○	○	
15. Moves around immediate neighborhood without getting lost	○	○	
16. Knows location of familiar business places (bank, drugstore, laundromat)	○	○	

MOBILITY

SKILL	YES	NO	COMMENT
17. Travels to specific destination of known location (restaurant, stores, etc.)	○	○	
18. Travels to specific destination of unknown location	○	○	
19. Knows to ask directions when lost	○	○	
20. Moves around community safely and independently	○	○	
21. Estimates distances	○	○	
22. Recognizes means of transportation	○	○	
23. Rides bicycle	○	○	
24. Uses seat belt in car	○	○	
25. Uses public transportation	○	○	

TOTAL NUMBER OF "YES" RESPONSES ☐

SELF-HELP

SKILL	YES	NO	COMMENT
1. Uses appropriate eating utensils	○	○	
2. Drinks from soft drink bottle or can	○	○	
3. Drinks from water fountain	○	○	
4. Carries liquid in open container without spilling	○	○	
5. Carries tray through serving line	○	○	
6. Serves self at table	○	○	
7. Displays acceptable table manners	○	○	
8. Selects food according to time of day (breakfast, lunch, dinner)	○	○	
9. Prepares simple meals	○	○	
10. Is toilet trained	○	○	
11. Washes and dries hands after using the toilet	○	○	
12. Asks location of bathroom in new situation	○	○	
13. Takes bath or shower	○	○	
14. Combs and brushes hair	○	○	
15. Washes hair	○	○	
16. Obtains haircut	○	○	

SELF-HELP

SKILL	YES	NO	COMMENT
17. Cares for nails	○	○	
18. Shaves regularly	○	○	
19. Uses deodorant	○	○	
20. Cares for personal hygiene during menstrual cycle	○	○	
21. Dresses and undresses independently including shoes	○	○	
22. Ties and unties shoe laces	○	○	
23. Buttons and unbuttons	○	○	
24. Changes clothing daily	○	○	
25. Selects clothing according to season	○	○	
TOTAL NUMBER OF "YES" RESPONSES			☐

DOMESTIC

SKILL	YES	NO	COMMENT
1. Puts soiled clothes in hamper	○	○	
2. Handwashes clothes in sink	○	○	
3. Takes clothes to laundry	○	○	
4. Operates coin-operated laundry equipment	○	○	
5. Collects, sorts, and folds clothes	○	○	
6. Returns clothes to appropriate storage	○	○	
7. Irons clothes	○	○	
8. Sews on buttons and patches	○	○	
9. Mends clothes	○	○	
10. Changes bed	○	○	
11. Cleans sink	○	○	
12. Cleans bath and toilet	○	○	
13. Keeps kitchen and kitchen appliances clean	○	○	
14. Cleans oven	○	○	
15. Cleans up eating area	○	○	
16. Dusts furniture	○	○	

DOMESTIC

SKILL	YES	NO	COMMENT
17. Washes floors	○	○	
18. Cleans room with vacuum cleaner	○	○	
19. Waxes floor	○	○	
20. Disposes of garbage	○	○	
21. Prepares meals with assistance	○	○	
22. Sets the table	○	○	
23. Washes dishes	○	○	
24. Returns dishes to storage	○	○	
25. Prepares shopping list	○	○	
TOTAL NUMBER OF "YES" RESPONSES			☐

INDEPENDENT LIVING

SKILL	YES	NO	COMMENT
1. Knows when to seek medical assistance	○	○	
2. Treats minor injuries by self	○	○	
3. Manages acquisition of own medication independently	○	○	
4. Takes medication independently	○	○	
5. Follows proper diet	○	○	
6. Looks after personal health	○	○	
7. Reports when appliances are inoperative	○	○	
8. Contacts appropriate repair agency	○	○	
9. Uses services of utility companies	○	○	
10. Recognizes household hazards	○	○	
11. Knows right and left	○	○	
12. Recognizes and observes traffic lights	○	○	
13. Recognizes danger signals	○	○	
14. Reports accidents	○	○	
15. Locates emergency numbers in phone book	○	○	
16. Maintains distance from dangerous objects or situations (hot stove, pieces of machinery in operation, fire, etc.)	○	○	

INDEPENDENT LIVING

SKILL	YES	NO	COMMENT
17. Uses vending machines	○	○	
18. Orders meals in restaurants	○	○	
19. Shops with assistance	○	○	
20. Shops independently	○	○	
21. Shops at appropriate stores for groceries, clothing, etc.	○	○	
22. Takes care of personal property	○	○	
23. Uses and answers the phone properly	○	○	
24. Takes messages	○	○	
25. Follows directions	○	○	

TOTAL NUMBER OF "YES" RESPONSES ☐

PRACTICAL KNOWLEDGE

SKILL	YES	NO	COMMENT
1. Understands instructions	○	○	
2. Knows own name and address	○	○	
3. Knows own age, sex, and birthdate	○	○	
4. Prints or writes own name	○	○	
5. Fills in biographical information	○	○	
6. Reads survival words	○	○	
7. Reads messages	○	○	
8. Knows current date on calendar	○	○	
9. Tells time	○	○	
10. Knows linear measurement	○	○	
11. Knows liquid measurement	○	○	
12. Knows postage rates	○	○	
13. Knows coins	○	○	
14. Knows value of currency up to ten dollars	○	○	
15. Makes change correctly	○	○	
16. Counts change from purchase	○	○	

PRACTICAL KNOWLEDGE

SKILL	YES	NO	COMMENT
17. Compares prices	○	○	
18. Budgets income	○	○	
19. Keeps receipts and records	○	○	
20. Pays bills	○	○	
21. Spends money with some planning	○	○	
22. Saves money or token for particular purpose	○	○	
23. Maintains checking account	○	○	
24. Maintains savings account	○	○	
25. Understands deductions from wages	○	○	

TOTAL NUMBER OF "YES" RESPONSES ☐

COMMUNICATION

SKILL	YES	NO	COMMENT
1. Communicates nonverbally using signs or gestures	○	○	
2. Imitates conversation	○	○	
3. Speaks clearly without mumbling	○	○	
4. Names familiar objects	○	○	
5. Describes objects	○	○	
6. Responds to verbal directions	○	○	
7. Speaks in simple sentences	○	○	
8. Relates simple events	○	○	
9. Relates personal experiences	○	○	
10. Delivers messages verbally	○	○	
11. Maintains eye contact during conversation	○	○	
12. Engages in social conversation during meals	○	○	
13. Answers questions	○	○	
14. Gives understandable directions	○	○	
15. Expresses opinions	○	○	
TOTAL NUMBER OF "YES" RESPONSES			☐

INTERPERSONAL RELATIONS

SKILL	YES	NO	COMMENT
1. Follows rules and regulations	○	○	
2. Complies with requests	○	○	
3. Visits with friends	○	○	
4. Shares toys with children	○	○	
5. Participates in group activities	○	○	
6. Interacts with others in group activities	○	○	
7. Offers apologies when appropriate	○	○	
8. Introduces self and others	○	○	
9. Volunteers for tasks	○	○	
10. Tells the truth	○	○	
11. Asks permission to borrow other's property	○	○	
12. Returns other's property after borrowing it	○	○	
13. Shows initiative in interpersonal relationships	○	○	
14. Respects authority of caretaker	○	○	
15. Accepts community responsibilities	○	○	

TOTAL NUMBER "YES" RESPONSES ☐

VOCATION/RECREATION

SKILL	YES	NO	COMMENT
1. Makes decisions concerning activities with minimal supervision	○	○	
2. Schedules own activities	○	○	
3. Organizes own activities by time	○	○	
4. Reports to work/school on time	○	○	
5. Accepts and follows directions	○	○	
6. Completes assigned tasks	○	○	
7. Gets along well with co-workers or other students	○	○	
8. Participates in group projects	○	○	
9. Uses time clock	○	○	
10. Respects supervisory authority	○	○	
11. Travels to/from work/school independently	○	○	
12. Arranges for job interview	○	○	
13. Initiates leisure time activity	○	○	
14. Has a hobby	○	○	
15. Utilizes available community recreation resources	○	○	

TOTAL NUMBER OF "YES" RESPONSES ☐

INNAPPROPIATE BEHAVIORS

Antisocial Behaviors

steals others property

attempts to run away

damages other's property

hits others

Intolerable Behaviors

is untidy

is unhygienic

is hyperactive

is destructive

has sleeping problems

has temper tantrums

Inadequate Interpersonal Relationships

is jealous

is disrespectful

is domineering

tends to quarrel

Inadequate Work Performance

cannot take orders

needs excessive supervision

is anxious

does not get along with others

BEHAVIOR ASSET/DEFICIT REPORT

1. Behavioral Excess

   List maladaptive behaviors in terms of frequency and intensity.

2. Behavioral Deficits

   List skills and skill areas in which the client is deficient.

3. Behavioral Assets

   List skills or skill areas of competence.

TRANSFER RATINGS

Four independent raters who have known and worked with the individual for at least six months are rating him prior to his transfer to a different community living alternative in terms of the kind of prospect the person is, his overall level of functioning, and how soon placement can be attempted.

1. Prospective Candidate

   4 = very good prospect for community placement.

   3 = good prospect

   2 = possible prospect

   1 = impossible prospect

2. Estimate the individual's overall level of functioning

   4 = fully independent

   3 = semi-independent

   2 = moderately dependent

   1 = very dependent

3. How soon can community placement be attempted?

   4 = immediately

   3 = after the next review of the individual

   2 = within one year

   1 = longer than 2 years

ENVIRONMENTAL ANALYSIS/COMMUNITY SPECIAL SERVICE CHECKLIST

(circle the services available)

1. Services for infants and preschool children
   a. diagnostic and evaluation services
   b. special nursery and preschool classes
   c. home training
   d. parent counseling
   e. medical services
   f. dental services
   g. foster home care
   h. respite care
   i. trained babysitter pool
   j. other

2. Services for school age children
   a. special school programs
   b. special therapies (speech, occupational, physical)
   c. recreational programs
   d. foster home care
   e. respite care
   f. other

3. Services for adolescents
   a. special school programs
   b. counseling services
   c. prevocational evaluation
   d. sheltered workshops
   e. activity centers
   g. advocacy programs

PROGRAM DEVELOPMENT PLAN

Name: Contact Person:

Date of Placement: Date:

Goals for the next three months: (state at least three behavioral goals)

1.

2.

3.

4.

5.

Weekly Report

1. Significant Events
   a.
   b.
   c.
2. Discipline Problems
3. Household Responsibilities
4. Progress toward Goals
5. Social Work Contacts

_____
Staff Signature

g. youth groups, recreation

h. sex education programs

i. other

4. Services for adults

a. special adult education programs

b. vocational evaluation, training, placement

c. sheltered habilitation programs

d. sheltered workshops

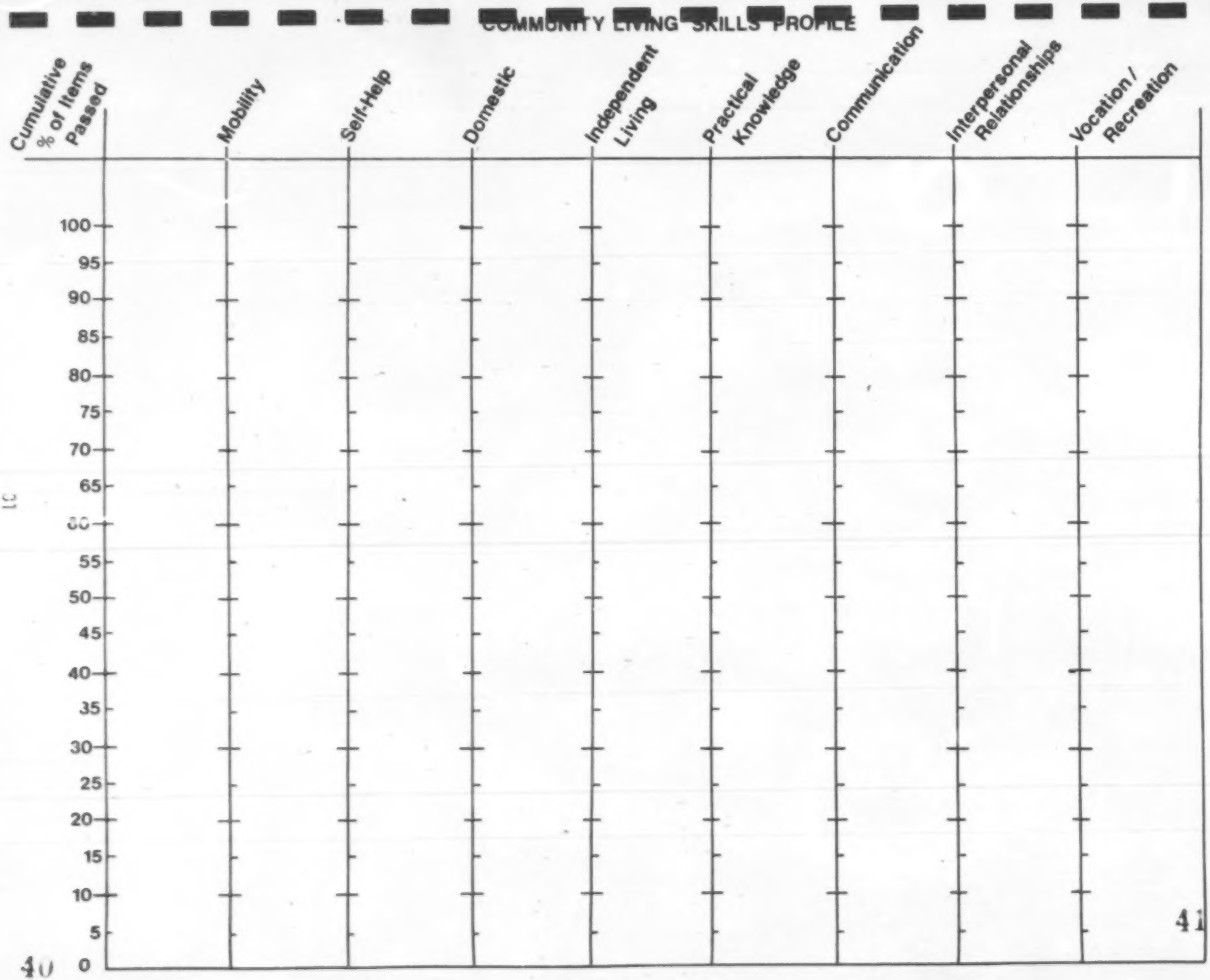
e. recreational and social activities

f. legal counsel

g. advocacy program

h. other

5. Services needed:


COMMUNITY LIVING SKILLS PROFILE
Cumulative % of Items Passed
Mobility
Self-Help
Domestic
Independent Living
Practical Knowledge
Communication
Interpersonal Relationships
Vocation / Recreation
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0